Review Team Report

Program Approval Visit

C O L L E G E   OF   T H E   A T L A N T I C

Education Programs

Bar Harbor, Maine

May 17th through the 20th, 2015

Program Review Team

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TABLE OF CONTENTS

I. Introduction

This report is based upon a review of the self-study developed by the College of the Atlantic (COA) and from data collected and reviewed during an on-site visit that occurred May 17th -20th , 2015. During the review, team members conducted interviews with current students, faculty, staff, administrators, cooperating teachers, and cooperating principals. In addition, the team visited campus and community resources, and reviewed documentation in the online and campus Exhibit Room.

College of the Atlantic was organized by several individuals in the Bar Harbor, Maine community, under the leadership of Father James Gower, between 1969 and 1972. Father Gower visualized a college with a focus of human values at the center of its curriculum. This concept was the founding idea behind the "Human Ecology" focus that currently dominates all aspects of the COA community. The first class at the College of the Atlantic was in the fall of 1972 and it received full accreditation in 1975 through NEASC.

The College of the Atlantic is unique in that it offers only two degree programs for all students, a Bachelor of Arts in Human Ecology and a Master of Philosophy in Human Ecology. The Educational Studies Program is offered under the BA degree in Human Ecology degree. In the current NEASC review from 2007 the Human Ecology theme is described as having its roots deep in the liberal arts tradition. The Mission and Vison statement of the college offers insight into the human ecology perspective:

> **Mission and Vision of the College of the Atlantic**
> The faculty, students, trustees, staff and alumni of College of the Atlantic envision a world where people value creativity, intellectual achievement, and diversity of nature and human cultures. With respect and compassion, individuals construct meaningful lives for themselves, gain appreciation for relationships among all forms of life, and safeguard the heritage of future generations. College of the Atlantic enriches liberal arts training through a distinctive educational philosophy—human ecology. A human ecological perspective integrates knowledge from all academic disciplines and from personal experience to investigate and ultimately improve the relationships between human beings and our social and natural communities. The human ecological perspective guides all aspects of education, research, activism, and interactions among the college's students, faculty, staff, and trustees. The College of the Atlantic community encourages, prepares, and expects students to gain the expertise, breadth, values, and practical experience necessary to achieve individual fulfillment and to help solve problems and challenge communities everywhere.

The teacher education curriculum is steeped deeply in the human ecology focus of the campus and as such employs the tenets outline in the above mission statement, particularly focused on the candidates gaining expertise, breath, values and practical experience as part of their degree program. The Educational Studies Program's specific mission statement illustrates the importance reflective practice and ecological wisdom as cornerstones to the program's philosophy.

Mission of the Educational Studies Program
The Educational Studies Program aims to develop creative, knowledgeable, collaborative, and critically reflective educators who will bring intellectual passion and ecological wisdom into their teaching. To this end, students engage in a self-designed, interdisciplinary curriculum emphasizing early and on-going experiences in both formal and informal educational settings.

The program first received Maine state approval for offering teacher education in 1992 and has been successful in their program reviews since that time. The college offers programs leading to certification in elementary education and secondary education in Life Sciences, English/ Language Arts and Social Studies.

It was clear from the documents reviewed and the multitude of people that were interviewed that while the education program is relatively small, it is a vitally important program to the college community. As with all plans of study under the Human Ecology major, the teacher education candidates have a large component of self-directed course work focused around a set of core classes required for teacher education. The overall educational studies program nicely dovetails with the campus culture in preparing pre-service teachers. It was clearly expressed by several candidates interviewed that they see teacher education as a way to make a difference in the lives of the students they work with and a way to make an impact on the future of the world. This attitude fits nicely with the "Human Ecology" focus of the campus.

II. Summary of the Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.

Findings:

The conceptual framework for the education program is expressed in its connection to the overarching theme of the campus, "Human Ecology— the study and improvement of the relationships between humans and our social and natural communities." (Self-study, p. 4) The conceptual framework is built around three core ideas of understanding, interconnectedness, interdependence and interaction. These three main ideas are then integrated with the lenses of six specific concepts that are used to derive the educational studies programs curriculum, as well as, the ability of fitting that program within the broader context of the campus culture. The six areas from the conceptual framework are:

1. Mind and body
2. Self and other
3. Human and environment
4. School and community
5. Personal experience, school subjects and academic disciplines
6. Theory and practice

Each of these lenses creates a distinct component of the conceptual framework. A summary of these concepts from the self-study (pg. 5-9) revels that the concept of mind and body forms the basis for experiential learning, within constructivist pedagogy. Self and others focuses on democratic and intercultural education, while the concept of human and environment integrates ecological education into the program of study. School and community creates a drive for place-based civic education as part of the candidate experience and the knowledge and application of personal experience, school subjects and academic disciplines informs the ideas of integrated and interdisciplinary curriculum. Theory and practice influence all aspects of the framework focused on reflective practice, ongoing professional development and learning.

The review team found that the candidates, faculty and staff that were interviewed equally understood and expressed the conceptual framework in relationship to the curriculum and the educational studies program. The overall framework fits well within the Human Ecology focus of the campus and is helpful in understanding how teacher education fits into the College of the Atlantic's offerings. It should be noted that adjuncts who work within the program were also familiar with the conceptual framework and the focus of the education candidates on reflective engaged curriculum. This focus was seen in courses we observed, syllabi that were reviewed, school that were visited and in interviews with the candidates themselves.

III.   Summary of Team's Findings for Each Standard

Standard One: Initial Teacher Candidate Performance

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

A.   Rationale for the Decision/Recommendations. - Overall Assessment of Standard

Findings:

Interviews conducted with staff during the review process heard the education studies program described as crystallizing the human ecology philosophy of COA and taking that out into the world. The unit is interdisciplinary, but requires candidates take a core set of courses in Educational Studies. From interviews conducted during our visit it is clear that candidates from COA are well-rounded and balanced and seek to understand all of the factors that affect a child's learning. COA faculty highly regard unit faculty and believe that the candidates are among the strongest and most dedicated students at the college Overall, interviewees describe candidates as very reflective and wise about their own learning. Stakeholders interviewed remark that candidates are prepared, professional and a benefit to local schools. Alumni of the unit agree that they were well-prepared.

The Unit offers certification in **Elementary Education (K-8)** and **Secondary Education (7-12)** in English Language Arts, Life Sciences, and Social Studies. The sequence of courses leading to certification enables candidates to gain all of the necessary dispositions, knowledge and capacity to demonstrate their performance of the InTASC Standards.

Candidates pursuing **Elementary Education certification** must complete
English (2 credits)
Science (2 credits)
Math (2 credits)
Social Studies (2 credits)
Changing Schools, Changing Society (1 credit)
Sociology of Education (e.g., Femininity and Masculinity Go to School) – (1 credit)
Learning Theory (1 credit)
Supporting Students with Disabilities (1 credit)
Integrated Methods I: Reading/Writing (K-4 and 5-8) (2 credits)
Integrated Methods II: Math/Science/Social Studies (3 credits)
Student Teaching (may serve as the school's internship requirement for graduation)

Candidates pursuing **Secondary Education certification** must complete
Subject area (ELA, Science or Social Studies) (minimum 8 credits)
        N.B. All ELA candidates must take Writing Across the Curriculum

Changing Schools, Changing Society (1 credit)
Sociology of Education (e.g., Femininity and Masculinity Go to School) – (1 credit)
Learning Theory (1 credit)
Supporting Students with Disabilities (1 credit)
Secondary Methods (1 credit)
Curriculum Design and Assessment (1 credit)
Student Teaching (may serve as the school's internship requirement for graduation)

Candidates must earn a minimum of a B- in all certification courses fulfilling certification requirements. If a candidates exercises COA's option to take a course credit/no credit a faculty member's signature attesting to appropriate achievement for certification must be submitted with the portfolio. The faculty member must be the faculty member who taught the course. In order to receive credit, candidates must earn the equivalent of a C. In the past five years two candidates did not meet the B- minimum and were given opportunities to demonstrate competence in the required knowledge and skills: one through an on-line course and one through an independent study.

Candidates at COA design their own curriculum from a wide variety of interdisciplinary courses and all receive a degree in Human Ecology. The Educational Studies unit is unique in the college; it specifies a pathway through a series of ideally-sequential courses. COA Resource Area Faculty, the equivalent of divisions in other colleges, recommends which courses are appropriate for fulfilling the content area requirements. Interviews conducted with candidates, cooperating teachers and unit surveys of alumni indicated that some current and past candidates' subject matter preparation was sometimes uneven, especially in the areas of math and science. However, all interviewees noted that the candidates demonstrate the ability to learn on their own and take the initiative to do so.

Although the Unit's Certification Checklist indicates that Praxis Core must be taken and passed prior to enrollment in the methods courses, the actual practice seems to be more flexible to accommodate for the fluidity of the pathway for students who self-design their curricular trajectory. Passing scores on Praxis Core and Praxis II are required before a candidate will be recommended for certification. Nearly 100% of COA's candidates have passed the Praxis exams in the last five years.

All certification track classes incorporate a field-based component in order to give candidates frequent clinical experiences and to enable them to build toward the 200-hour requirement in their classes. COA faculty have been provided with this guideline and encouraged to help students to engage in education-related observations, service learning and/or clinical practice in courses outside the unit. Likewise, current candidates discussed completing service learning projects that contributed to their fieldwork hours in non-Educational Studies Program courses.

Prior to student teaching, candidates must complete at least 200 practicum hours. One hundred fifty of these practicum hours must be completed in a public school setting. Some of these hours may be completed through course work while others are completed through service projects or summer employment. Three levels of clinical experience are listed:

Level 1: Contact/observational hours (25-50 hours)
Level 2: Leading/assisting in an observational setting (100-150 hours)
Level 3: Curriculum Creation (50 to 75 hours)

Principals and Cooperating Teachers note the increased clinical practice of COA candidates in the last five years. This policy enables candidates to be well acquainted with students and the cultures of the local schools prior to their student teaching.

Portfolios reveal that candidates document and reflect upon their learning for each level and for each setting in which they gained clinical experience. Mentors and host teachers are provided with guidelines for student engagement in these field experiences and are invited to help candidates think about how the experience might be a benefit to their class. Candidates are also provided with guidelines for confidentiality and participation at school sites.

Portfolio development begins early in the candidates' educational programs. In entry-point unit courses, faculty let candidates know what assignments might be suitable artifacts for their portfolios. In Methods classes, candidates develop portfolios based on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. Candidates document how they meet the InTASC Standards by selecting artifacts from their student teaching experiences, other field experiences, other course experiences and showing how they meet the standards. In most, the candidate reviews each standard, selects particular indicators from knowledge, performance, and dispositions areas, writes a narrative rationale and then provides an artifact. In some, the artifacts, rather than the standards, are the focus of the portfolios, but all of the standards are shown to be met. The artifacts are included as text documents and photographs.

Syllabi reveal that technology standards are integrated throughout the curriculum, but are addressed explicitly in the methods courses in which students develop portfolios and sample teaching websites. The Program also convened the ISTE for Teachers, a subgroup of Educational Studies Committee, with a specific goal to address technology standards with candidates.

Interviews with various stakeholders showed that the portfolios serve as a significant component of the Formal Review. The Formal Review takes place in the trimester prior to when the candidate plans to student teach. In this review candidates introduce their portfolio to date and present a case for why they want to go into teaching. The Ed Studies Committee reviews the students' grades, faculty narrative feedback from classes and fieldwork reflections. The candidates receive feedback on their strengths and their areas for development. The Committee encourages candidates to share focus areas for growth with their mentor teachers. Most candidates do not reach the point of the formal review if they will not be recommended for student teaching. However, one candidate in the last five years was counseled to gain more experience and engage in deeper reflection before being recommended for student teaching. The candidate opted not to pursue the certification route.

The final review takes place after student teaching. Candidates prepare for the final review by updating their portfolios, preparing a presentation on what they learned during student teaching

and sharing a video of them student teaching. They also discuss what they plan to work on to become a stronger educator as an early-career teacher. Candidates are recommended for certification following successful completion of all items on the certification checklist, including passing the final review and the Praxis exams.

B. Recommendations

Institute a workshop for candidates (ideally in their sophomore years) to gain a sense of the scope and sequence of curriculum in their content area in order to enable them to prepare to teach the subject (especially for upper elementary, middle and high school candidates).

C. Commendations

Candidates understand the interdisciplinary nature of knowledge, embrace inquiry in their practice and are deeply reflective.

D. Review Team Decision.

This Standard is *MET*.

Standard Two: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Findings:

A.   Rationale for the Decision/Recommendations – Overall Assessment of Standard.

The unit has a robust system of formative and summative assessment of their candidates and of their program. It is clear that, as the unit articulates in its self-study, the program uses ample data collection to "1) ensure high quality professional preparation of its certification candidates and non-certification Education students, 2) enhance the integrity of program components within the human ecology conceptual framework, and 3) facilitate and improve program operations that challenge and support student learning as well as foster healthy and mutually beneficial school partnerships" (Self Study, p. 19).

The college's conceptual framework of human ecology is interwoven throughout the students' course work and candidate portfolios. Each candidate's statement of philosophy must articulate the connection explicitly, as clearly evidenced in the student portfolio exemplars. One of the students we met with captured this praxis of theory and practice when describing her senior project as being about "Mind and Body Balance in the Classroom."

Assessment of Applicants and Candidates:
As verified through artifacts and interviews with students and faculty, students applying for the certification program are evaluated through a review of GPA, coursework, dispositions, and readiness. They complete an "Intent to Teach" application. Students must maintain grades of B- or better across all course work, and they are expected to take and pass the Praxis core prior to methods courses and are advised to take Praxis II as soon after completion of their content courses as possible. Candidates are not recommended to the state as program completers until they have passed Praxis I and II.

Students undergo a Formal Review prior to student teaching, a process that includes an interview with the Education Committee and a presentation of the candidate's portfolio to date, including at least one artifact for each standard. The Committee members complete a holistic rubric of seven key criteria of student performance at the time of the formal portfolio review. Candidates must have completed the pre-requisite sequence of courses.

During the practicum, observations of candidates are done by the college supervisor and mentor teachers. The college supervisor even commits to visiting placements that are at a distance, including, in recent years, Portland, Maine, and Governor's Island, New York. Additional observations of these distant students are done via online video. For close-to-campus placements, observations are done weekly, in addition to ones done by the mentor teachers. In total, in one term of student teaching, a candidate is observed an average of 8 to 10 times. Students and mentor teachers also complete end-of-term evaluations that align with the candidate MCCTS Standards.

Furthermore, candidates complete online e-portfolios. The candidates have a Final Review with the Education Committee at which they present their completed portfolio and conclude their experience in the program ("Final Review Protocol").

Program Improvement and Evaluation:
The program is evaluated through various means, including occasional (multi-year) surveys. Although numbers of respondents are low, survey results from mentor teachers and from graduates indicated strong support and evaluation of the program and the Unit. Between 2011 and 2015, it appears that there were three cooperating teacher respondents and four program completer respondents ("Survey Samples" Program Review website).
Information about, and assessment of, the program is also gathered informally through exit interviews, students' reflective writing, and ongoing conversations with students and teachers. Feedback is used to identify program strengths and challenges: "For example, we have used candidate feedback to identify program needs in technology skills and practice with diverse learners" (Self Study, p. 23).

B. Recommendations
None

C. Commendations.

Unit is to be commended on its commitment to formative assessment in the form of frequent observations and reviews. Students, faculty, and cooperating teachers are engaged in continual dialogue, feedback, and reflection.

D. Review Team Decision.

This Standard is *MET*.

Standard Three: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills, necessary to help all students learn.

A. Rationale for the Decision/Recommendations – Overall Assessment of Standard

Findings:

The examined evidence demonstrates a commitment from both the unit and local school partners to providing a meaningful, supportive, and diverse field placement experience. Candidates benefit from rich and plentiful constructive feedback from cooperating teachers and unit faculty throughout the field placements and into student teaching.

Each education course includes a field placement. Field placements take a tiered approach, where each candidate will participate in three different levels of increasing responsibility (Practicum Requirements). Candidates must complete at least 200 hours of field placements before student teaching, with a minimum of 150 hours in a public school setting.

Candidates are asked to critically reflect on their learning through each of the three practicum levels. Candidates meet regularly with their cooperating teachers for planning and ongoing feedback (Interview with Cooperating Teachers and Practicum Candidates). Cooperating teachers also submit a written report at the end of each practicum and provide suggestions for growth as well as highlight areas of strength (Cooperating and Host Teacher Surveys). Both the candidate's written reflection and their cooperating teacher's report are very substantive.

Throughout the practicum, candidates participate in a wide range of educational settings, grade levels, and work with a number of cooperating teachers (Interview with Candidates). Despite the range of practicum experiences and expectations, candidates and cooperating teachers are well informed about expectations (Community Partner/cooperating Teacher Packet).

As candidates prepare for student teaching, they design an electronic portfolio centered on the InTASC Teaching Standards informed by their practicum placement experiences. This review session acts as an application to student teaching (Student Teaching Handbook). Candidates work with the unit's program director to determine appropriate placement, which is tailored to the candidate's geographic preference as well as modality (urban, rural, island). The student

teaching experience is a fifteen weeklong placement with a well-qualified teacher (Student Teaching Handbook, Interviews with School Administrators). During this placement, candidates are observed by unit faculty between eight and twelve times and provided with written feedback that is well integrated with InTASC Teaching Standards (Sample Student Teacher Feedback). The cooperating mentor teacher works daily with the student teacher providing "on-time and in-time" coaching in the teaching and learning process. Mid-point in the placement, the cooperating mentor teacher, the COA supervisor and the candidate complete a standards based evaluation followed by a conference designed to thoughtfully combine their perspectives. These evaluations become part of the candidate's student teaching record.

At the conclusion of the Student Teaching experience, candidates submit a completed electronic portfolio for their Formal Review Process (Candidate e-portfolios) with the Educational Studies Committee that includes local school and community representatives (Education Studies Committee Agendas and Minutes). The portfolios include Praxis test scores, a teaching philosophy, letters of reference, and a summary of all field experiences. Once the portfolio has been presented to the committee, a list of commendations and recommendations is provided to help inform the candidate's early teaching practice (Sample Final Review Letters to Candidates).

B. Recommendations.

None

C. Commendations.

The unit is to be commended for the amount and variety of field placement hours expected for candidates before student teaching. Candidates recognize the value of applying theory to practice and often exceed the minimum hours.

D. Review Team Decision.

This Standard is *MET*.

Standard Four: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A.   Rationale for the Decision/Recommendations: Overall Assessment of the Standard

Findings:

At the core of COA's ideology of "human ecology" and the Education Studies program is an understanding and openness to the diversity of human experience and to the interconnectedness

of people to each other and to their environment. As a non-education faculty member stated, the entire campus embodies an "ethic of connection." This was echoed across interviews and evidenced in student portfolios.

Although there are very few COA students representing "domestic" racial or ethnic diversity on campus, the inclusive climate at COA is in part driven by their high percentage (about 15%) of international students, representing 13 countries in the incoming freshman class. Gender is highly skewed toward female students (70%), but the campus has some socio-economic diversity, with 90% of their students on financial aid. COA students are active in campus governance and are empowered to have a strong voice on campus.

Throughout interviews, Teacher Education candidates repeatedly articulated an awareness of diverse learning styles, needs, and strengths of their K-12 students, as well as an ability to differentiate instruction. For example, the visiting team was able to observe a pre-practicum candidate teach a 2nd grade math lesson by encouraging all of her pupils, including five with Individualized Education Programs, to engage actively in the lesson through Socratic guidance at the differentiated level of each child. Candidate portfolios also attest to the focus on individualizing and differentiating instruction within practicum placements ("Candidate Portfolios" Program Review website), and this ability was reiterated by the cooperating teachers.

All candidates seeking certification complete the course ED 093: Supporting Students with Disabilities in the Regular Classroom.   This course, taught by the local district's special education director, received rave reviews from students. Some students also take the course Intercultural Education which explores education across cultural differences.

Although the local schools are almost exclusively comprised of Caucasian students, a number of other factors create diverse K-12 classrooms. For example, in the eight local (AOS 91) K-8 elementary schools, students with special needs account for between 10% and 28% of the schools' population (Artifact 4.10 AOS #91 Annual Report 2013-2014). Furthermore, several interviews verified that there are a handful of children in the local schools who come from diverse international backgrounds with cultural and linguistic variation. Furthermore, many COA students, including Teacher Ed candidates, participate in travel abroad opportunities, exploring cultures through a first-hand immersion experience.

As evidenced through interviews and syllabi, the Unit explicitly addresses issues of social justice and diversity throughout its curriculum, including aspects of race, ethnicity, gender orientation, gender identity, and socio-economic realities. In addition, the Unit has made an effort in recent years to bring diverse guest speakers to campus to speak about issues of tolerance, inclusion, and human rights.

B. Recommendations

None

C. Commendations.

None

D. Review Team Decision.

This Standard is *MET*.

Standard Five: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Rationale for the Decision/Recommendations: Overall Assessment of Standard

Findings:

The College of the Atlantic's Educational Studies Program, has a qualified and dedicated faculty. The teaching faculty is comprised of two core faculty/staff members, one who has worked for 15 years at COA and serves as the program director, and a newly hired faculty/staff that serves as the Associate Director and oversees the teaching certification program. Along with the two core members of the education studies faculty, the Academic Dean teaches related psychology courses, including educational psychology.   Two of the three faculty members have earned doctorates and the third member is in the final stages of her doctorate program.

The unit is also served by 5 core adjunct faculty members who contribute by teaching educational methods, children's literature and special education courses. Each adjunct has gone through a review process and has been approved by the educational studies program unit. The unit has documented that all adjuncts have advanced degrees and that they have experience in classrooms that is beneficial to COA students.   Through interviews with the adjunct faculty, they have reported that the education studies program unit is responsive to their needs, meets with them regularly and that overall they feel a part of the COA team. The team also heard from candidates that the adjuncts were essential faculty in their program of study. The ESP meets each year with the adjuncts faculty to reflect on lessons learned and to prepare for the upcoming year. The adjuncts, as well as, the program faculty find this meeting to be valuable.

College of the Atlantic education faculty are active in campus community, engage in personal and professional development and provide community service to the surrounding towns. Each faculty has annual monies for professional development called individual budgets, which build at $300 per 1 credit taught and total $1500 per year for a full-time faculty. The documents provided and the interviews conducted with education and liberal arts faculty members, verifies that the education programs are well understood across the campus.

The team witnessed several classes during the visit that documented a pedagogy of thoughtful learning and saw the conceptual framework of the educational program, as integrated throughout the courses that were visited. Faculty model diverse teaching strategies including technology interactions and students teachers commented on their feelings that they were well prepared for student teaching. However, it should be noted that the faculty, as well as, teacher education candidates talked about the need for more integrated technology in classrooms to facilitate practice with tools and techniques used in Maine's classrooms.

Documents provided outline the faculty review process as an inclusive review from the representatives of the entire community. From the faculty handbook: "faculty members are normally reviewed one year before the expiration of their contract. Review teams will consist of one faculty member from the Personnel Committee or a designee in case a member is not available; a faculty member appointed by the Personnel Committee; and a student appointed by the Personnel Committee."

There is a great deal of collaboration that occurs among teachers throughout the college. Resource faculty members provide guest lectures in other faculty member's classes, team -teach on occasion, and co-teach some core courses. The Program Director assesses adjunct faculty performance using course evaluation and student feedback.

The faculty members of the College of the Atlantic's Educational Studies program are highly qualified to carry out the curriculum and assessments of their teacher candidates. The Educational studies group is self-reflective, uses student feedback and goes through a formal evaluation process as part of their faculty standing. The demonstrated through documents and interviews that they stay current in their field of study, bring current pedagogy and practice to their candidates and provide and excellent experience for the preparation of pre-service teachers.

B. Recommendations.

None

C. Commendations.

None

D. Review Team Decision.

This Standard is *MET*.

Standard Six: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

A. Rationale for the Decision/Recommendations

Findings:

The review team found a direct and inclusive form of governance at the College of the Atlantic. The campus community as a whole, is directly involved in all aspects of campus governance and servers in a variety of ways as an advisory board to the President and Board of Trustee for the college. Each week the campus holds a weekly campus meeting, where students, staff and faculty present, review and discuss all campus policies. From the self-study:

> "The purpose of the governance system is twofold. The system is, first, a mechanism to encourage innovative, participatory administration of the College. Beyond that, however, it is also an integral aspect of education at COA. Through participation in the governance system, we learn about everything from the democratic process to building codes, from affirmative action law to group dynamics, from diplomacy to stress management. We learn to listen, and we learn to communicate."
>   COA Graduate and former ACM Moderator

Faculty and students both reported this event to be a vital part of decision making process of the campus and historically it has always served as the cornerstone of COA's governance.

The organizational structure that faculty serve under at the College of the Atlantic is unique to the campus. The college offers only one under graduate degree and that is in Human Ecology. The faculty committee works with the Academic Affairs Committee (AAC) to oversee academics.   The college has no academic divisions or colleges and works off a shared governance model that involves weekly campus meetings involving faculty, administration and students. This all campus gathering, is part of campus culture, has happen since the creation of the campus and is modeled after New England town hall meetings. The Educational Studies Program (ESP) is the official education unit and is a subcommittee of the AAC.

The self-study (2015) reports that, "the primary and final authority over, and responsibility for, the conduct of college affairs rests with the Board of Trustees. The BOT of the college appoints the president of the campus and leaves the daily running of the campus to the overall governance processes. The President is the official conduit for information exchange between the Board and the campus. According to the College's By Laws, the President has direct responsibility and authority for budgetary management, institutional advancement (development, public relations, and student recruitment), long range planning and evaluation and administrative organization. In dealing with these subjects, standing and ad hoc college committees of faculty, students, and staff and the All College Meeting, serve in an advisory capacity to the President." The review

team verified these processes through document review and interviews with several campus personnel.

That said, the educational unit has its own structure with a specific budget and has a team of college and community members that make up the Educational Studies Program, a standing committee which oversee the educational programs. The structure that houses the academic programs is a subcommittee of the Academic Affairs Committee, is co-chaired by two faculty members. It was obvious through our team's observations and participation with other faculty during our visit, that the education team has an excellent working relationship with the campus community. The educational studies curriculum, outcomes and gateways, while discussed and approved through a campus wide process, which is required of all programs, is clearly directed by the Educational Studies Committee.

The unit is led by the Director and Associate Director of the Educational Studies Program, who report that while frugality and nimbleness are a part of the budget process at the College of the Atlantic, they feel they have adequate resources to facilitate the programs.   The facilities at the College of the Atlantic are impressive, with biomass heating and compostable toilets in many places. Classroom spaces, the library and campus buildings are adequate for learning and technology needs are being met for instructional and learning needs. The team noted however, from visits with faculty in their offices, that some faculty offices were in need of repair and that attention should be given to the faculty workspace.

Overall Assessment of Standard:

Overall the team found that the educational studies program has adequate funding, resources and the facilities to carry out its mission. The administrative support for the program is excellent and the program is supported financially to meet its current needs.

B. Recommendations.

None

C. Commendations

None

D. Review Team Decision.

This Standard is *MET*

IV. **Recommendation to State Board Of Education**

The College of the Atlantic Review Team recommends:

That the State Board of Education grants renewal of program approval to the following College of the Atlantic educator preparation programs: Elementary Education (K-8); and Secondary Education (7-12 in English Language Arts, Life Science and Social Studies). The team recommends a full-five year renewal from 2015 to 2020.

Sources of Evidence and Interviews

Sources of Evidence: All artifacts provided digitally and paper based were reviewed by team members and this list specifically informs our report.

Formal review forms
Candidate portfolios
Course syllabi
Candidate exit interviews
Data on candidates' Praxis exam results
Observation of Methods class
Standards and Assessments Matrixes
Follow-up studies of graduates
Assessment system plans & descriptions.
Samples of assessment measures used to ensure that candidates are ready to progress through the program and enter the profession.
Unit evaluations.
Results of assessments and evaluations
Descriptions of the field-experiences and field placements that demonstrate diversity of setting
Candidate work samples
Evaluations of candidates
Summary results of candidate assessments upon entering and exiting field experiences
Internship/student teaching assessment instruments
Student teaching handbook
Curriculum components (syllabi) that address diversity issues.
Assessments of proficiencies related to diversity.
Unit policies, practices, and procedures that facilitate experiences with diverse candidates.
Unit policies, practices, and procedures that facilitate experiences with diverse faculty.
Unit policies, practices, and procedures that facilitate experiences with diverse field experiences.
Demographics of the institution's service area.
Faculty publications and other scholarly activities.
Faculty Vitae
Faculty teaching assignments
Faculty evaluations
Classroom Observations
Review of Syllabi
Professional development activities
Unit budget, with provisions for technology
Lists of facilities, including computer labs and curriculum resource centers
Summaries of faculty workload
Professional development expenditures
Policies on governance and operations of the unit
Descriptions of governance structure, including unit organizational chart
Minutes of meetings of unit governance committees

Interviews and/or Observations:

Administration
Darron Collins - President
Ken Hill - Academic Dean
Andrew Griffiths – Administrative Dean
Jane Hultberg – Director Thorndike Library
July Allen – Registrar
Jill Barlow-Kelley – Director of Internships
Heather Albert-Knopp – Dean of Admissions
Carrie Graham – Museum Manage

Faculty
Dr. Anna Demeo
Dr. Dave Feldmen
Dr. Sean Todd
Dr. Nishi Rajakaruna
Dr. John Cooper
Dr. Gray Cox
Dr. Nishi Rajakaruna
Dr. Bill Carpenter
Dr. Sarah Hall
Dr. Bonnie Tai – Education faculty and program director
Prof. Linda Fuller – Associate Program Director
Dr. Ken Hill – Education faculty and Academic Dean
Dr. Suzanne Morse
Dr. Jamie McKown
Ms. Kate St. Denis
Dr. Chris Petersen
Mr. Mike McKernan – Edu Studies Community Partner –Jackson Labs
Dr. Karen Waldron
Dr. Todd Little-Siebold – Oceans and Fishes

Co-teachers
Jasmine Smith
Bethany Anderson

Adjunct Faculty
Paula Moody
Siobhan Ryan
Kelley Sanborn
Joanne Alex
Kate St. Denis
Brian Cote

Students (need last names)
Abby
Eloise
Shira
Nimisha
Maggie
Leah

Principals
Barb Neilly
Mike Zboray
Gloria Delsandros
Scott McFarland

Mentor Teachers
Cindy Lambert
Kristy Cunnane
Brian Cote

Alumni
Talia Apkon
Phil Ramsey
Sarah Nutt
Jasmine Smith
Bethany Anderson